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| Lesson Title: | | Using SmartMusic as an Evaluation Tool, and Means of Showing Aras of Improvement. | | | | | | | | | |
| **Teacher:** | Fritzsche | | **Hour:** | | 3rd period, 6th Grade Band | | | | | | |
| **Week:** |  | | **Date:** | | 2011 | | | | | | |
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| **Course:** | 6th Grade Beginning Band | |  |  | |  |  |  |  |  |  |

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| **Learning Target(s):** | How to record yourself with a FlipVideo; displaying knowledge of performing and posture; becoming self-sufficient in evaluating a performance; improving in one’s ability to be able to perform. |
| **Criteria for Success:** | \*Successfully make a recording with a FlipVideo.  \*Successfully log onto VoiceThread.  \*Successfully upload a video onto VoiceThread.  \*Successfully comment on your own performance.  \*Successfully comment on a classmate’s performance. |
| **Progression of Learning:** | 1. Introduction to FlipVideos. 2. Practice musical exercises that will be recorded. 3. Make recordings. 4. Introduction to VoiceThread. 5. Individuals log onto VoiceThread and upload their videos. 6. Students comment on their performances. 7. Students comment on their classmates’ performances. |

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| **Content Area Standards, Essential Learnings, and Evidence Outcomes** | **21st Century Skills and Abilities** | **ISTE NET-S, ITEEA, or L4L Standards Addressed** |
| **Standard 1**  Students play on instruments a varied repertoire of music, alone.  **Standard 2**  Students will read music.  **Standard 4**  Students will listen to, analyze, evaluate, and describe music. | * **Collaboration and Teamwork** * **Critical Thinking, Reasoning, and Problem Solving** * **Invention, Innovation, and Creativity** * **Self-Direction** * **Inquiry Questions** * **Relevance and Application** * **Nature of Discipline** | **3. Research and Information Fluency:** Students apply digital tools to gather, evaluate and use information.  **4. Critical Thinking, Problem Solving, and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.  **6. Technology operations and concepts:** Students demonstrate a sound understanding f technology concepts, systems, and operations. |

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| **Pre-Assessment Summary** |  | **Post-Assessment Summary** |
| Playing test grades from earlier in the trimester. |  | Recorded playing test on VoiceThread. |

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| **Summary of Differentiation Strategies and Students** |  | **Summary of Research Based Instruction Strategies** |
| In order to meet the needs of each student’s musical ability, different musical selections are chosen for each student. Those with advanced understanding and skill will perform more technologically challenging pieces. Those who are still becoming proficient on their instrument will perform easier musical selections. |  | Previous test scores; student self-reflection; teacher modeling. |

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| **Technology Materials and Resources** |  | **Other Materials and Resources** |
| Flip Videos; VoiceThread. |  | Sheet music *Invader*; playing test rubric. |

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| **Student Self-Assessment Strategies** |  | **Student Goal Setting Strategies** |
| Musicians will be able to self-assess by using the playing test rubric and watching their uploaded performance. |  | Musicians will use their performance to determine what they need to do in order to improve. |

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| **Tier 1 Interventions (Universal) and Students** |  | **Strategically Planned Questions** |
| Teacher modeling; whole ensemble instruction; introduction to the Flip Videos; introduction to VoiceThread. |  | How can we know what our sound is like, as performing musicians?  Why is it important to know what you look and sound like as a performer?  Do you know how to comment and offer suggestions to yourself and others on how to better a performance?  Do you know how to improve your performing once you have received feedback from others? |

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| **Tier 2 Interventions (Targeted) and Students** |  | **Vocabulary** |
| Teacher modeling; whole ensemble instruction; introduction to the FlipVideo and VoiceThread programs; introduction to leaving comments. |  | Precision; rhythmic accuracy; pitch accuracy; tone quality; |

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| **Tier 3 Interventions (Intensive) and Students** |  | **ELL Strategies** |
| Teacher modeling; whole ensemble instruction; introduction to the FlipVideo and VoiceThread programs; introduction to leaving comments. |  | N/A |

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|  | Activities and Lesson Procedures | Pacing |
| **Motivation (hook)** | Showing previous recorded GCMS musicians on Voicethread. |  |
| **Introduction** | Introduction to what VoiceThread is and how it can be used to improve one’s playing while also sharing your performances with others. |  |
| **Direct Teaching** | How to record with a Flip Video; how to log onto VoiceThread; how to upload videos; how to leave comments on your own and other musician’s performances. |  |
| **Guided Practice** | Watching teacher perform her and be recorded with a Flip Video; monitoring as students record others with the Flips; monitoring students as they log in and upload. |  |
| **Feedback** | Leaving and reading comments; verbal coaching and monitoring. |  |
| **Independent Practice** | Individual practicing on their performance piece; individual written comments. |  |
| **Closure** | How has your performing improved because of VoiceThread?  How will you use this program in the future?  Who will you share this program with? |  |